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ABSTRACT

In 1969-70 the Research and Planning Department established Phoenix Union High School System study area boundaries that are contiguous with census tracts, elementary school and district boundaries, high school and district boundaries, area transportation study boundaries, and natural and man-made obstacles. Students were identified by these study areas so one is able to determine where students live and where they attend school. Consequently, the correlation of a considerable amount of sociological and school data is possible. This information is helpful in determining the stability of particular school areas, the influence of the open schools, and the extent to which racial composition is affected by where students attend school versus where they live. Three tables provide information on student membership in attendance areas (by race), percent of students residing in attendance areas who are in membership in that area (by race), and number of students who leave their neighborhood to attend another high school (by race). Appendixes provide further information on student residence and membership. (Author/IRT)

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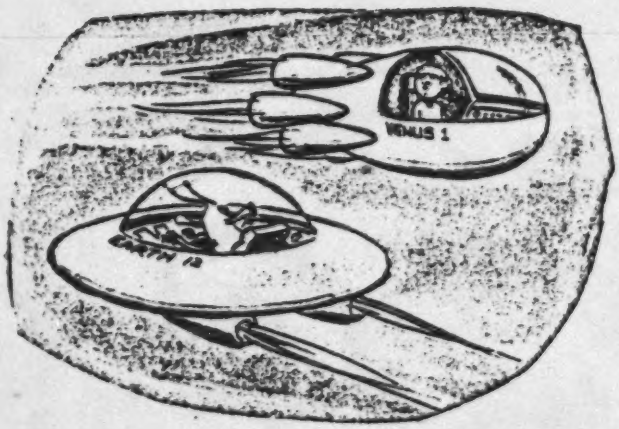
WHERE PHOENIX UNION HIGH SCHOOL SYSTEM STUDENTS LIVE AND ATTEND SCHOOL

1976-1977



RESEARCH AND PLANNING DEPARTMENT
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EA 008 903

WHERE PHOENIX UNION HIGH SCHOOL SYSTEM STUDENTS LIVE AND ATTEND SCHOOL

INTRODUCTION

In 1969-70 the Research and Planning Department established Phoenix Union High School System study areas which boundaries are contiguous with census tracts, elementary school and district boundaries, high school and district boundaries, area transportation study boundaries, and natural and man-made obstacles. Students were identified by these study areas so one is able to determine where students live and where they attend school. Consequently, the correlation of a considerable amount of sociological and school data is possible.

The value of this information is helpful to determine stability of a particular school area, the influence of the open schools, and the extent to which racial composition is affected by where students attend vs. where they live.

SURVEY TECHNIQUES AND PURPOSES

When students registered the study area code was recorded indicating where the student lives. That information was also recorded on the computer student file. A computer program was then written to identify by study area where students live and where they attend school. It should be noted that these figures are current as of the end of the first register month and the data corresponds with the high point membership figures and the ethnic background of students and staff report.

The results of this survey answer several important questions.

1. To what extent does each school serve the students residing in that particular attendance area?

2. To what extent does each school serve students who live outside of that particular attendance area?

3. To what extent do students shift from one attendance area to another?

4. Is there a relationship between the amount of shifting that is occurring and ethnic background of students?

5. Has the "Open School" policy been successful in stimulating racial integration?

6. Are there ethnic group concentrations of students and if so, where are they in terms of both residence and membership?

SUMMARY AND CONCLUSIONS OF DATA

There are three pages in Appendix A, the top half of the first page shows where the 489 American Indian students live and attend school. The bottom half of the first page indicates where 2,752 Black students reside and attend school. The top half of the second page indicates where the Spanish Surnamed American students (5,405) reside and attend school, the bottom half of the second page indicates where (18,712) Other White students reside and attend school. The top half of the third page indicates where the Other ethnic background students (560) reside and attend. Included in Other are Oriental students. The bottom half of page three is a summary of where all 27,918 students live and attend school.

Charts in Appendix A should be read like a mileage chart. The totals for each ROW indicate the total number of students RESIDING in that school area while totals for each COLUMN indicate the total number of students ATTENDING that school.

Detailed information is presented for each school in Appendix B showing the number of students who leave a particular school to attend other System schools, students who come into that attendance area from other areas, and the net gain or losses, by ethnic category and total.

The following definitions have been used for this report:

American Indian	*Persons considered by themselves, by the school, or by the community to be of American Indian origin.*
Black	*Persons considered by themselves, by the school, or by the community to be of African or Negro origin.*
Spanish Surnamed	*Persons considered by themselves, by the school, or by the community to be of Mexican, Puerto Rican, Central-American, Cuban, Latin-American, or other Spanish origin.*
Other White	*Persons considered by themselves, by the school, or by the community to be of English, Germanic, Scandanavian, French, Italian, or other European origin other than the categories listed above.*
Other	*Persons considered by themselves, by the school, or by the community to be of other origins not listed above.*

Based on the data in Appendix A and B and Tables I, II, and III, we can conclude the following:

1. There is a considerable variance by school as to the relationship of total membership and the total number of Phoenix Union High School System students residing in that attendance area. Table I, page 4, presents this information. Reader should note that percentages in Table I above 100 indicate a net gain. That is, there are more students in membership at that particular school than there are students who reside in that particular area. Conversely, schools with percentages with less than 100 experience a net loss and have less holding power on students that reside in that particular attendance area. The reader will also note that the data in Table I are broken down by ethnic category so one is able to obtain an accurate profile of any individual school.

2. There are considerable differences among schools when ethnic backgrounds are considered in the relationship of Membership vs. Residence (Table I). For example, North High School has sizable net gains of Black, American Indian, and Spanish Surnamed American students, but considerable less holding power for Other White students. The total percent for North High School (102.8%) indicates they serve more students than live in the attendance zone. (The reader again is referred to Appendix A and B to discover the exact extent of these losses and gains and to which schools the students are going or from what school attendance areas they are coming).

3. East High School has a sizable net gain of students, far above any other school (161.1% total). West also serves more students in each ethnic category than reside there. It is interesting to note that this fact is increasingly more evident at West (1972-73, 114.7%; 1973-74, 118.4%; 1974-75, 125.2%; 1975-76, 128.6%; and 1976-77, 145.1%), and also at Camelback (1972-73, 107.8%; 1973-74, 111.4%; 1974-75, 114.6%; 1975-76, 119.7%; and 1976-77, 124.8%).

4. Phoenix Union loses more students in all ethnic categories than it gains. Overall, Union has less holding power than any other school.

5. Generally speaking the inner-city schools (those eligible for Title I funds) have more students who live within their attendance areas than attend those schools. For example, the percent the Union student membership is of students residing in Union is 55.3% or less than any other school. It is interesting to note that the holding power of the inner-city schools continues to slip. Comparing figures for the past five years, Hayden's percent went from 95.0% to 90.5% to 88.3% to 85.9% to 81.6% (total); for South, 79.4% to 73.6% to 69.6% to 67.5% to 65.1%, and for Union 80.1% to 75.3% to 66.0% to 59.0% to 55.3%.

The data in Table I, however, are not sufficient to get a complete grasp of the stability of a particular area. A school, for example, might have 500 students residing in that area and 500 students in membership, and one might erroneously conclude that it was a stable area. However, half of those 500 students who reside there may leave to go to other System schools and an equal number come in from other schools to attend that school.

Table II, page 4, shows to what extent each school serves the students residing in that area, by ethnic category. From data in Table II we can conclude the following:

6. There is a large variance among schools and among ethnic background categories as to the percent of <u>resident</u> students being served by that high school (Alhambra 96.7% and Union 43.5% total).

7. While North High, using data from Table I, appears to be relatively stable (Membership 102.8% of residency), there is considerable shifting. It only serves, for example, 53.0% of its resident students and picks up a sizable number from outside its attendance area.

8. The inner-city schools serve fewer of their resident students than other schools do. Phoenix Union, for example, serves only 12.3% of its "Other White" students, and 43.5% of its student residents.

9. The number of students leaving their neighborhood high school to attend another school varies considerably by ethnic category. Table III shows these data where the reader will note that 36.4% of the total System American Indian students make a shift out of their neighborhood area to attend another school, whereas 21.1% of the Other White students make that shift (Table III).

10. The number and percent of students leaving their neighborhood high school to attend another continues to increase (14.2% in 1972-73, 19.2% in 1973-74, 20.2% in 1974-75, 22.6% in 1975-76, and 24.4% in 1976-77) see Table III.

11. It is apparent that the "Open School" policy which allows students to go to a school other than the one in his own attendance area is gaining in popularity.

TABLE I

PERCENT STUDENT MEMBERSHIP IS OF STUDENTS RESIDING IN ATTENDANCE AREA BY ETHNIC CATEGORY (A)

AMERICAN INDIAN	BLACK	SPANISH SURNAMED AMERICAN	OTHER WHITE	OTHER	TOTAL
W = 157.7%	E = 618.2%	E = 288.4%	W = 137.4%	W = 170.2%	E = 161.1%
₡ = 153.3%	N = 490.9%	W = 185.1%	₡ = 125.0%	E = 143.3%	W = 145.1%
H = 146.2%	W = 233.3%	N = 158.2%	E = 112.0%	C = 112.0%	₡ = 124.8%
N = 141.9%	M = 109.4%	₡ = 148.3%	M = 107.2%	A = 107.8%	A = 106.5%
E = 126.9%	B = 105.1%	A = 111.7%	A = 106.3%	M = 105.1%	M = 106.5%
M = 109.5%	A = 101.9%	C = 107.4%	C = 102.1%	₡ = 101.9%	N = 102.8%
C = 105.5%	C = 100.0%	H = 105.6%	B = 100.4%	B = 89.0%	C = 102.6%
A = 100.0%	U = 80.1%	B = 104.2%	N = 69.1%	N = 88.9%	B = 100.6%
B = 100.0%	H = 79.3%	M = 99.4%	H = 57.0%	H = 70.4%	H = 81.6%
S = 86.2%	S = 72.9%	S = 67.8%	S = 42.8%	U = 51.9%	S = 65.1%
U = 38.3%	₡ = 58.8%	U = 56.3%	U = 17.4%	S = 47.4%	U = 55.3%

TABLE II

PERCENT OF STUDENTS (BY ETHNIC BACKGROUND) WHO RESIDE IN A PARTICULAR ATTENDANCE AREA AND ARE IN MEMBERSHIP IN THAT HIGH SCHOOL (B)

AMERICAN INDIAN	BLACK	SPANISH SURNAMED AMERICAN	OTHER WHITE	OTHER	TOTAL
M = 95.2%	M = 94.5%	A = 94.2%	A = 97.1%	A = 96.1%	A = 96.7%
B = 94.4%	A = 87.0%	E = 88.0%	₡ = 95.6%	W = 93.6%	₡ = 94.8%
₡ = 93.3%	B = 85.9%	H = 87.2%	M = 89.9%	E = 90.0%	M = 89.3%
A = 91.4%	E = 81.8%	₡ = 86.2%	C = 86.0%	₡ = 88.7%	B = 85.7%
H = 86.5%	S = 70.8%	B = 84.6%	B = 85.8%	M = 88.5%	C = 85.1%
C = 81.8%	W = 64.1%	M = 82.1%	E = 84.0%	C = 86.0%	E = 84.6%
E = 73.1%	N = 63.6%	W = 69.5%	W = 82.8%	B = 82.2%	W = 81.3%
W = 73.1%	H = 60.8%	C = 69.1%	H = 51.2%	H = 65.4%	H = 68.5%
N = 65.1%	U = 57.3%	S = 66.5%	N = 50.1%	N = 58.3%	S = 63.3%
S = 51.7%	₡ = 47.1%	N = 60.0%	S = 42.3%	S = 47.4%	N = 53.0%
U = 33.3%	C = 45.5%	U = 46.8%	U = 12.3%	U = 33.3%	U = 43.5%

(A) A percent greater than 100% indicates a net gain in membership; conversely, any percent less than 100% indicates a net loss. Schools are ranked, with highest percent appearing first.

(B) Ranked, with highest percent first.

SCHOOL KEY:

A = Alhambra	C = Central	M = Maryvale	U = Union
B = Browne	E = East	N = North	W = West
₡ = Camelback	H = Hayden	S = South	

TABLE III

NUMBER OF STUDENTS LEAVING THEIR NEIGHBORHOOD HIGH SCHOOL AREA TO ATTEND ANOTHER PHOENIX UNION HIGH SCHOOL SYSTEM SCHOOL BY ETHNIC CATEGORY

	AMERICAN INDIAN	BLACK	SPANISH SURNAMED AMERICAN	OTHER WHITE	OTHER	TOTAL
Number Leaving	178	895	1,664	3,939	129	6,805
Total	489	2,752	5,405	18,712	560	27,918
Percent	36.4%	32.5%	30.8%	21.1%	23.0%	24.4%

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APPENDIX A

APPENDIX A

NUMBER OF STUDENTS BY ETHNIC GROUP WITHIN EACH AREA SHOWING
WHERE STUDENTS RESIDE AND WHERE STUDENTS ATTEND SCHOOL
(End of First Register Month) 1976-1977

AMERICAN INDIAN

WHERE STUDENTS RESIDE	WHERE STUDENTS ATTEND SCHOOL													
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	32	0	0	0	0	0	1	0	0	0		2		35
BROWNE	0	34	0	0	0	0	2	0	0	0		0		36
CAMELBACK	0	0	14	1	0	0	0	0	0	0		0		15
CENTRAL	0	0	1	45	0	0	0	5	0	0		4		55
EAST	0	0	6	0	19	0	0	1	0	0		0		26
HAYDEN	0	0	0	1	0	45	3	0	0	0		3		52
MARYVALE	1	1	0	0	0	0	40	0	0	0		0		42
NORTH	0	0	2	6	3	0	0	28	0	2		2		43
SOUTH	0	1	0	0	4	1	0	6	15	0		2		29
UNION	0	0	0	4	7	0	0	20	0	20		9		60
WEST	2	0	0	1	0	3	0	0	0	1		19		26
OUT-OF DISTRICT	0	0	0	0	0	27	0	1	10	0	29	0		67
													3	3
TOTAL	35	36	23	58	33	76	46	61	25	23	29	41	3	489

BLACK

WHERE STUDENTS RESIDE	WHERE STUDENTS ATTEND SCHOOL													
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	47	0	0	0	0	2	0	0	0	0		5		54
BROWNE	1	67	0	0	0	0	10	0	0	0		0		78
CAMELBACK	0	0	8	1	1	0	0	6	0	1		0		17
CENTRAL	0	0	0	5	1	0	0	4	0	1		0		11
EAST	0	0	0	0	45	0	0	3	2	5		0		55
HAYDEN	3	11	0	0	5	138	8	12	2	17		31		227
MARYVALE	1	2	0	0	0	2	121	0	2	0		0		128
NORTH	0	0	1	0	8	0	0	35	0	11		0		55
SOUTH	0	0	1	4	240	16	1	102	1092	72		15		1543
UNION	0	1	0	0	39	21	0	101	27	274		15		478
WEST	2	1	0	1	0	1	0	7	0	2		25		39
OUT-OF DISTRICT	1	0	0	0	1	0	0	0	0	0	23	0		25
													42	42
TOTAL	55	82	10	11	340	180	140	270	1125	383	23	91	42	2752

*Includes Out-of-District Duals, Post Grads, and Adults, but not In-System Duals.

NUMBER OF STUDENTS BY ETHNIC GROUP WITHIN EACH AREA SHOWING
WHERE STUDENTS RESIDE AND WHERE STUDENTS ATTEND SCHOOL
(End of First Register Month) 1976-1977 - continued

SPANISH SURNAMED AMERICAN

WHERE STUDENTS RESIDE

WHERE STUDENTS ATTEND SCHOOL														
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	226	0	1	0	3	3	3	0	0	0		4		240
BROWNE	0	203	0	0	0	2	35	0	0	0		0		240
CAMELBACK	0	0	50	0	2	1	0	5	0	0		0		58
CENTRAL	0	0	6	56	3	1	0	10	0	2		3		81
EAST	0	0	12	0	221	0	0	8	1	7		2		251
HAYDEN	10	37	0	1	2	1114	13	11	4	26		60		1278
MARYVALE	16	9	0	2	1	21	266	1	0	2		6		324
NORTH	1	0	16	7	70	0	0	171	1	12		7		285
SOUTH	1	0	1	10	109	100	0	59	750	63		34		1127
UNION	1	0	0	5	311	89	0	180	7	577		62		1232
WEST	11	0	0	6	0	16	5	5	0	4		107		154
OUT-OF DISTRICT	2	1	0	0	2	2	0	1	1	0	97	0		106
													29	29
TOTAL	268	250	86	87	724	1349	322	451	764	693	97	285	29	5405

OTHER WHITE

WHERE STUDENTS RESIDE

WHERE STUDENTS ATTEND SCHOOL														
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	2946	5	1	18	0	2	30	1	0	0		30		3033
BROWNE	26	2005	0	1	0	2	293	1	0	0		8		2336
CAMELBACK	3	0	2040	37	12	0	0	36	0	0		7		2135
CENTRAL	3	0	181	1765	2	0	0	26	0	1		75		2053
EAST	0	0	148	2	953	0	0	23	0	6		2		1134
HAYDEN	55	205	1	7	2	676	89	5	2	1		278		1321
MARYVALE	78	96	0	6	1	13	2294	1	0	2		60		2551
NORTH	1	0	289	96	108	1	0	570	0	3		70		1138
SOUTH	8	28	1	26	127	36	0	52	292	2		119		691
UNION	2	0	1	10	53	15	1	65	1	39		130		317
WEST	91	3	1	119	2	6	20	6	0	0		1193		1441
OUT-OF DISTRICT	10	4	6	9	10	2	8	0	1	1	448	8		507
													55	55
TOTAL	3223	2346	2669	2096	1270	753	2735	786	296	55	448	1980	55	18,712

*Includes Out-of-District Duals, Post Grads, and Adults, but not In-System Duals.

NUMBER OF STUDENTS BY ETHNIC GROUP WITHIN EACH AREA SHOWING
WHERE STUDENTS RESIDE AND WHERE STUDENTS ATTEND SCHOOL
(End of First Register Month) 1976-1977 - continued

OTHER

WHERE STUDENTS RESIDE	WHERE STUDENTS ATTEND SCHOOL													
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	49	0	0	1	0	0	0	0	0	0		1		51
BROWNE	0	60	0	0	0	0	10	0	0	0		3		73
CAMELBACK	0	0	47	5	0	0	0	1	0	0		0		53
CENTRAL	1	0	1	43	0	0	0	1	0	0		4		50
EAST	0	0	0	0	27	0	0	2	0	1		0		30
HAYDEN	2	3	0	0	0	53	3	0	0	1		19		81
MARYVALE	2	2	0	0	0	2	69	0	0	0		3		78
NORTH	0	0	4	1	6	0	0	21	0	3		1		36
SOUTH	0	0	0	1	5	1	0	2	9	0		1		19
UNION	0	0	0	3	5	1	0	5	0	9		4		27
WEST	1	0	0	2	0	0	0	0	0	0		44		47
OUT-OF DISTRICT	0	0	2	0	0	0	0	0	0	0	13	0		15
													0	0
TOTAL	55	65	54	56	43	57	82	32	9	14	13	80	0	560

SYSTEM

WHERE STUDENTS RESIDE	WHERE STUDENTS ATTEND SCHOOL													
SCHOOLS	A	B	Ø	C	E	H	M	N	S	U	AVC*	W	H.B.	TOTAL
ALHAMBRA	3300	5	2	19	3	7	34	1	0	0		42		3413
BROWNE	27	2369	0	1	0	4	350	1	0	0		11		2763
CAMELBACK	3	0	2159	44	15	1	0	48	0	1		7		2278
CENTRAL	4	0	189	1914	6	1	0	46	0	4		86		2250
EAST	0	0	166	2	1265	0	0	37	3	19		4		1496
HAYDEN	70	256	1	9	9	2026	116	28	8	45		391		2959
MARYVALE	98	110	0	8	2	38	2790	2	2	4		69		3123
NORTH	2	0	312	110	195	1	0	825	1	31		80		1557
SOUTH	9	29	3	41	485	154	1	221	2158	137		171		3409
UNION	3	1	1	22	415	126	1	371	35	919		220		2114
WEST	107	4	1	129	2	26	25	18	0	7		1388		1707
OUT-OF DISTRICT	13	5	8	9	13	31	8	2	12	1	610	8		720
													129	129
TOTAL	3636	2779	2842	2308	2410	2415	3325	1600	2219	1168	610	2477	129	27,918

*Includes Out-of-District Duals, Post Grads, and Adults, but not In-System Duals.

APPENDIX B

APPENDIX B

RESIDENCY VS MEMBERSHIP

ALHAMBRA

RACE	STUDENTS WHO RESIDE IN ALHAMBRA	STUDENTS WHO RESIDE IN AND ATTEND ALHAMBRA	STUDENTS WHO LEAVE ALHAMBRA TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE ALHAMBRA BUT ATTENDING ALHAMBRA	TOTAL ATTENDING ALHAMBRA	NET GAIN/ LOSS
AMERICAN INDIAN	35	32 91.4%	3 8.6%	3	35	0 0
BLACK	54	47 87.0%	7 13.0%	8	55	+1 (+1.9%)
SPANISH SURNAMED AMERICANS	240	226 94.2%	14 5.8%	42	268	+28 (+11.7%)
OTHER WHITE	3033	2946 97.1%	87 2.9%	277	3223	+190 (+6.3%)
OTHER	51	49 96.1%	2 3.9%	6	55	+4 (+7.8%)
TOTAL	3413	3300 96.7%	113 3.3%	336	3636	+223 (+6.5%)

RESIDENCY VS MEMBERSHIP

BROWNE

RACE	STUDENTS WHO RESIDE IN BROWNE	STUDENTS WHO RESIDE IN AND ATTEND BROWNE	STUDENTS WHO LEAVE BROWNE TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE BROWNE BUT ATTENDING BROWNE	TOTAL ATTENDING BROWNE	NET GAIN/ LOSS
AMERICAN INDIAN	36	34 94.4%	2 5.6%	2	36	0 0
BLACK	78	67 85.9%	11 14.1%	15	82	+4 (+5.1%)
SPANISH SURNAMED AMERICAN	240	203 84.6%	37 15.4%	47	250	+10 (+4.2%)
OTHER WHITE	2336	2005 85.8%	331 14.2%	341	2346	+10 (+.4%)
OTHER	73	60 82.2%	13 17.8%	5	65	-8 (-11.0%)
TOTAL	2763	2369 85.7%	394 14.3%	410	2779	+16 (+.6%)

RESIDENCY VS MEMBERSHIP
CAMELBACK

RACE	STUDENTS WHO RESIDE IN CAMELBACK	STUDENTS WHO RESIDE IN AND ATTEND CAMELBACK	STUDENTS WHO LEAVE CAMELBACK TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE CAMELBACK BUT ATTENDING CAMELBACK	TOTAL ATTENDING CAMELBACK	NET GAIN/ LOSS
AMERICAN INDIAN	15	14 93.3%	1 6.7%	9	23	+8 (+53.3%)
BLACK	17	8 47.1%	9 52.9%	2	10	-7 (-41.2%)
SPANISH SURNAMED AMERICAN	58	50 86.2%	8 13.8%	36	86	+28 (+48.3%)
OTHER WHITE	2135	2040 95.6%	95 4.4%	629	2669	534 (25.0%)
OTHER	53	47 88.7%	6 11.3%	7	54	+1 (+1.9%)
TOTAL	2278	2159 94.8%	119 5.2%	683	2842	+564 (+24.8%)

RESIDENCY VS MEMBERSHIP
CENTRAL

RACE	STUDENTS WHO RESIDE IN CENTRAL	STUDENTS WHO RESIDE IN AND ATTEND CENTRAL	STUDENTS WHO LEAVE CENTRAL TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE CENTRAL BUT ATTENDING CENTRAL	TOTAL ATTENDING CENTRAL	NET GAIN/ LOSS
AMERICAN INDIAN	55	45 81.8%	10 18.2%	13	58	+3 (+5.5%)
BLACK	11	5 45.5%	6 54.5%	6	11	0. 0
SPANISH SURNAMED AMERICAN	81	56 69.1%	25 30.9%	31	87	+6 (+7.4%)
OTHER WHITE	2053	1765 86.0%	288 14.0%	331	2096	+43 (+2.1%)
OTHER	50	43 86.0%	7 14.0%	13	56	+6 (+12.0%)
TOTAL	2250	1914 85.1%	336 14.9%	394	2308	+58 (+2.6%)

RESIDENCY VS MEMBERSHIP
EAST

RACE	STUDENTS WHO RESIDE IN EAST	STUDENTS WHO RESIDE IN AND ATTEND EAST	STUDENTS WHO LEAVE EAST TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE EAST BUT ATTENDING EAST	TOTAL ATTENDING EAST	NET GAIN/ LOSS
AMERICAN INDIAN	26	19 73.1%	7 26.9%	14	33	+7 (+26.9%)
BLACK	55	45 81.8%	10 18.2%	295	340	+285 (+518.2%)
SPANISH SURNAMED AMERICAN	251	221 88.0%	30 12.0%	503	724	+473 (+188.4%)
OTHER WHITE	1134	953 84.0%	181 16.0%	317	1270	+136 (+12.0%)
OTHER	30	27 90.0%	3 10.0%	16	43	+13 (+43.3%)
TOTAL	1496	1265 84.6%	231 15.4%	1145	2410	+914 (+61.1%)

RESIDENCY VS MEMBERSHIP
HAYDEN

RACE	STUDENTS WHO RESIDE IN HAYDEN	STUDENTS WHO RESIDE IN AND ATTEND HAYDEN	STUDENTS WHO LEAVE HAYDEN TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE HAYDEN BUT ATTENDING HAYDEN	TOTAL ATTENDING HAYDEN	NET GAIN/ LOSS
AMERICAN INDIAN	52	45 86.5%	7 13.5%	31	76	+24 (+46.2%)
BLACK	227	138 60.8%	89 39.2%	42	180	-47 (-20.7%)
SPANISH SURNAMED AMERICAN	1278	1114 87.2%	164 12.8%	235	1349	+71 (+5.6%)
OTHER WHITE	1321	676 51.2%	645 48.8%	77	753	-568 (-43.0%)
OTHER	81	53 65.4%	28 34.6%	4	57	-24 (-29.6%)
TOTAL	2959	2026 68.5%	933 31.5%	389	2415	-544 (-18.4%)

RESIDENCY VS MEMBERSHIP
MARYVALE

RACE	STUDENTS WHO RESIDE IN MARYVALE	STUDENTS WHO RESIDE IN AND ATTEND MARYVALE	STUDENTS WHO LEAVE MARYVALE TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE MARYVALE BUT ATTENDING MARYVALE	TOTAL ATTENDING MARYVALE	NET GAIN/ LOSS
AMERICAN INDIAN	42	40 95.2%	2 4.8%	6	46	+4 (+9.5%)
BLACK	128	121 94.5%	7 5.5%	19	140	+12 (+9.4%)
SPANISH SURNAMED AMERICAN	324	266 82.1%	58 17.9%	56	322	-2 (-.6%)
OTHER WHITE	2551	2294 89.9%	257 10.1%	441	2735	+184 (+7.2%)
OTHER	78	69 88.5%	9 11.5%	13	82	+4 (+5.1%)
TOTAL	3123	2790 89.3%	333 10.7%	535	3325	+202 (+6.5%)

RESIDENCY VS MEMBERSHIP
NORTH

RACE	STUDENTS WHO RESIDE IN NORTH	STUDENTS WHO RESIDE IN AND ATTEND NORTH	STUDENTS WHO LEAVE NORTH TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE NORTH BUT ATTENDING NORTH	TOTAL ATTENDING NORTH	NET GAIN/ LOSS
AMERICAN INDIAN	43	28 65.1%	15 34.9%	33	61	+18 (+41.9%)
BLACK	55	35 63.6%	20 36.4%	235	270	+215 (+390.9%)
SPANISH SURNAMED AMERICAN	285	171 60.0%	114 40.0%	280	451	+166 (+58.2%)
OTHER WHITE	1138	570 50.1%	568 49.9%	216	786	-352 (-30.9%)
OTHER	36	21 58.3%	15 41.7%	11	32	-4 (-11.1%)
TOTAL	1557	825 53.0%	732 47.0%	775	1600	+43 (+2.8%)

RESIDENCY VS MEMBERSHIP
SOUTH

RACE	STUDENTS WHO RESIDE IN SOUTH	STUDENTS WHO RESIDE IN AND ATTEND SOUTH	STUDENTS WHO LEAVE SOUTH TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE SOUTH BUT ATTENDING SOUTH	TOTAL ATTENDING SOUTH	NET GAIN/ LOSS
AMERICAN INDIAN	29	15 51.7%	14 48.3%	10	25	-4 (-13.8%)
BLACK	1543	1092 70.8%	451 29.2%	33	1125	-418 (-27.1%)
SPANISH SURNAMED AMERICAN	1127	750 66.5%	377 33.5%	14	764	-363 (-32.2%)
OTHER WHITE	691	292 42.3%	399 57.7%	4	296	-395 (-57.2%)
OTHER	19	9 47.4%	10 52.6%	0	9	-10 (-52.6%)
TOTAL	3409	2158 63.3%	1251 36.7%	61	2219	-1190 (-34.9%)

RESIDENCY VS MEMBERSHIP
UNION

RACE	STUDENTS WHO RESIDE IN UNION	STUDENTS WHO RESIDE IN AND ATTEND UNION	STUDENTS WHO LEAVE UNION TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE UNION BUT ATTENDING UNION	TOTAL ATTENDING UNION	NET GAIN/ LOSS
AMERICAN INDIAN	60	20 33.3%	40 66.7%	3	23	-37 (-61.7%)
BLACK	478	274 57.3%	204 42.7%	109	383	-95 (-19.9%)
SPANISH SURNAMED AMERICAN	1232	577 46.8%	655 53.2%	116	693	-539 (-43.8%)
OTHER WHITE	317	39 12.3%	278 87.7%	16	55	-262 (-82.6%)
OTHER	27	9 33.3%	18 66.7%	5	14	-13 (-48.1%)
TOTAL	2114	919 43.5%	1195 56.5%	249	1168	-946 (-44.7%)

RESIDENCY VS MEMBERSHIP

WEST

RACE	STUDENTS WHO RESIDE IN WEST	STUDENTS WHO RESIDE IN AND ATTEND WEST	STUDENTS WHO LEAVE WEST TO ATTEND OTHER SYSTEM SCHOOLS	STUDENTS RESIDING OUTSIDE WEST BUT ATTENDING WEST	TOTAL ATTENDING WEST	NET GAIN/ LOSS
AMERICAN INDIAN	26	19 73.1%	7 26.9%	22	41	+15 (+57.7%)
BLACK	39	25 64.1%	14 35.9%	66	91	+52 (+133.3%)
SPANISH SURNAMED AMERICAN	154	107 69.5%	47 30.5%	178	285	+131 (+85.1%)
OTHER WHITE	1441	1193 82.8%	248 17.2%	787	1980	+539 (+37.4%)
OTHER	47	44 93.6%	3 6.4%	36	80	+33 (+70.2%)
TOTAL	1707	1388 81.3%	319 18.7%	1089	2477	+770 (+45.1%)